



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

**E-VERIFY
PROGRAM
EMPLOYER**

Deborah A. Gist
Commissioner

VACANCY NOTICE

August 25, 2010

**RHODE ISLAND DEPARTMENT OF EDUCATION
DIVISION OF ACCELERATING SCHOOL PERFORMANCE
OFFICE OF STUDENT, COMMUNITY AND ACADEMIC SUPPORTS**

***DIRECTOR, OFFICE OF STUDENT, COMMUNITY
AND ACADEMIC SUPPORTS**

\$91,874 - \$131,318

APPLICATION PERIOD:

All resumes must be received by
September 7, 2010
or until position is filled.

APPLICATION REQUIREMENTS:

Send cover letter, resume and two
current letters of reference to:

Rhode Island Department of Education
Office of Human Resource Development
255 Westminster St.
Providence, RI 02903

or email to: lisa.vieira@ride.ri.gov

Signed letters of reference should be mailed.

PLEASE NOTE:

Candidates selected for interview will be required to
submit official transcripts.

**DUTIES AND
RESPONSIBILITIES:**

See attached job description.

REASONABLE ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES CAN BE
ARRANGED IN ORDER TO PERFORM THE ESSENTIAL FUNCTIONS OF THE JOB.

*** SUBJECT TO FTE AND FUND AVAILABILITY**

(Position is part of Board of Regents Executive Staff)

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

Telephone (401)222-4600

Fax (401)222-6178

TTY 800-745-5555

Voice 800-745-6575

www.ride.ri.gov

The Board of Regents does not discriminate on the basis of age, color, sex,
sexual orientation, race, religion, national origin, or disability

DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION NON-CLASSIFIED JOB DESCRIPTION

TITLE: Director – Office of Student, Community, and Academic Supports

ORGANIZATIONAL CENTER: This position is located in Division of Accelerating School Performance and reports to the Chief of Accelerating School Performance

GENERAL STATEMENT OF DUTIES: Incumbent is responsible for leading, managing, and providing technical assistance to district and school personnel and parents to ensure that all children -- especially those with disabilities, learning English as a second language, and students living in poverty -- are instructed by well-prepared teachers using proven methods. Incumbent is responsible for leading the state initiative on achievement gap closure using all tools at his or her disposal including federal funding, state policy and regulations, and community and parent partnerships. Incumbent is responsible for ensuring state compliance with all federal regulations associated with Title I, Title III, and IDEA.

LEADERSHIP, MANAGEMENT AND COLLABORATION: The functions of leadership, management and collaboration are to be integrated so as to achieve both product and process objectives. Teamwork and mutually supportive methods are ascribed as successful outcomes and are necessary for providing high quality service and achieving high standards of performance. Work must be conducted in ways that include and involve those who have a stake in the outcome and must ensure that issues related to equity and special needs are addressed in a comprehensive fashion. The context for this work must be strong advocacy for districts, schools, students, and parents and a positive commitment to the role of the Department of Education as a central state level policy-making and quality assurance body.

SUPERVISION RECEIVED: Works in cooperation with colleagues with considerable latitude for the exercise of initiative and independent judgment; work is reviewed upon completion of results obtained and on collaborative process used in achieving results. The Director is supervised by the Chief of Accelerating School Performance and is subject to an annual performance assessment.

SUPERVISION EXERCISED: Facilitates, directs, coordinates and assesses the work of professional, technical, contractual, and support staff. Work is reviewed in process, as necessary, and upon completion for achievement of desired results and on collaborative processes used in achieving results.

ILLUSTRATIVE EXAMPLES OF WORK PERFORMED AND ESSENTIAL FUNCTIONS:

Collects and examines data and information relative to existing policies and procedures and oversee the implementation and evaluation of federal and state policies and procedures to determine their effectiveness and/or applicability.

Conducts needs assessments to identify gaps in services or unmet needs and develops related training and technical assistance for practitioners and consumer audiences.

Facilitates meetings with groups and partners within and outside of the organization to examine needs data and designs related training and technical assistance to respond to identified needs.

Reviews the office's quality assurance and compliance related policies, procedures, and practices to ensure effectiveness, efficiency, and utility for both federal and LEA stakeholders

Develops, implements and evaluates standards for program design, review, and approval.

Establishes and maintains strong relationships between RIDE and community based partners to support the goals of the office.

Provides day-to-day leadership to staff and works in close, collegial workgroups across divisions.

Completes projects as assigned through a combination of individual effort and through delegation to staff.

Development and management of annual office budget that serve both the long and short-term goals of the office and ensure maximum efficiency and effectiveness of invested funds.

Provides primary leadership and project management on large-scale initiatives that serve traditionally underserved students and families.

Performs related work as assigned.

REQUIRED QUALIFICATIONS

KNOWLEDGE AND SKILLS:

Knowledge of applicable Federal and State laws and regulations including Title I, Title III, and IDEA

Knowledge of the needs and rights of special populations including students living in poverty, students with disabilities, and English language learners

Familiarity with federal and foundation grant management, including reporting requirements and fiscal management

Knowledge of budgeting and funding opportunities.

Skilled in working with diverse populations.

Skilled in facilitating meetings.

Skilled in monitoring and evaluating staff.

Skilled in providing leadership.

Skilled in working collaboratively.

Skilled in administering grants.

Skilled in building and maintaining strong community partnerships that serve traditionally underserved populations and/or meet the goals of the Office.

EDUCATION: Master's Degree in Education. PhD. preferred.

EXPERIENCE: At least five years of management level experience in special education.

OR: Any combination of education and experience that shall be substantially equivalent to the above.

Must have own transportation and be available evenings and occasionally on weekends.

Reasonable accommodations can be made for individuals with a disability.

Date: August 2010